

A PARENT AND EDUCATOR
GUIDE TO
SECTION 504
ACCOMMODATIONS FOR
IDENTIFIED CHILDREN WITH
DISABILITIES



A *Parent Guide to Section 504* provides information and describes the requirements of Section 504 of the Rehabilitation Act of 1973 (Subpart D) with respect to preschool, elementary, and secondary school policies involving placement of children with physical and mental disabilities.

This pamphlet is designed specifically to provide parents understanding by providing information to help understand 504 accommodations.

WHAT IS SECTION 504?

Section 504 is the part of the Rehabilitation Act of 1973 that applies to individuals with disabilities. It is a civil rights act that protects the civil rights of persons with disabilities. Section 504 is a *nondiscrimination statute*, prohibiting discrimination based *solely* on disability.

REQUIREMENT

Section 504 states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance; this includes education.

Section 504 and special education are two separate federal laws. All school districts should have a Section 504 Coordinator to answer your questions regarding Section 504 services.

HISTORICAL BACKGROUND

Section 504 of the Rehabilitation Act of 1973 is a civil rights law prohibiting discrimination based on disability. For many years, school districts thought their main obligation

was ensuring physical access to public buildings (e.g., ramps were installed, curbs were cut, elevators were added to multilevel buildings, restroom stalls were enlarged). With passage of the Rehabilitation Act of 1973, Congress required that school districts make their programs and activities accessible and usable to all individuals with disabilities.

Within the last several years, the Office for Civil Rights (OCR) has become active in assisting school districts in further defining “access.” The definition of access means more than physical access; a student may require accommodations, such as modified assignments in order to benefit from his/her education. Recently, the Americans with Disabilities Act, Amendments of 2009, further defined access and eligibility.

HOW DOES SECTION 504 DEFINE “APPROPRIATE EDUCATION”?

A free appropriate public education is one provided by the elementary or secondary school that includes general or special education and related aids and services that (1) are designed to meet the individual educational needs of an identified student with a disability as adequately as the needs of an eligible student who is nondisabled are met and (2) are based on adherence to evaluation, placement, and procedural safeguard requirements.

SECTION 504 IDENTIFICATION

Section 504 of the Rehabilitation Act of 1973 protects students from discrimination based on their disability status. A student is identified for accommodations under Section 504 if *the student has been evaluated and has a mental or physical impairment that substantially limits one or more of a student's*

major life activities. The regulations also mention being “regarded as having an impairment and having a record of an impairment.” These situations to pertain to discrimination based upon the perception and/or record.

“Major life activities” include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. When a condition does not substantially limit a major life activity, the student does not qualify for protection under Section 504.

In order to determine identification for Section 504 services and/or accommodations, your child must be evaluated by a team of individuals who are familiar with your child and knowledgeable about the disability. The results will be shared at a team meeting in which you are involved. The vast majority of accommodations are provided in the general education environment.

WHAT ARE SOME DIFFERENCES BETWEEN SPECIAL EDUCATION AND SECTION 504?

<i>Issue</i>	<i>Section 504</i>	<i>Special Education</i>
Type	– A Civil Rights Act	– An Education Act
Responsibility	– General Education	– Special Education
Funding	– School funding	– State – federal – local funding
Administration	– Section 504 Coordinator	– Special Education Director
Service Tool	– Accommodation Plan	– Individualized Education Program
Disabilities	– All impairments if eligible	– 14 qualifying categories

<i>Issue</i>	<i>Section 504</i>	<i>Special Education</i>
Parents	— Should be involved in all team meetings	— Must be involved in all team meetings
Evaluation	— An evaluation is necessary before it can be determined if a child is eligible under Section 504	— An evaluation is necessary before it can be determined if child is eligible for special education services

HOW ARE STUDENTS WITH DISABILITIES IDENTIFIED?

Section 504 regulations cover a broader group of students with disabilities than does special education. The definition of disability under Section 504 includes students who have a physical or mental disability that substantially limits one or more of life's major activities.

Many students identified for Section 504 accommodations have special health care needs; some could include AIDS, Tourette syndrome, attention deficit hyperactive disorder (ADHD), heart malfunctions, communicable diseases, urinary conditions, blood disorders, chronic fatigue syndrome, school phobia, respiratory conditions, epilepsy, cancer, birth defects, tuberculosis, and other. The school nurse should be involved with any students who have special health care needs.

DOES SECTION 504 REQUIRE EVALUATIONS?

Section 504 requires that a school evaluate any student who, because of a disability, needs accommodations that would assist in keeping the child in the general education classroom. An evaluation is also required prior to any significant change in placement. Most evaluations under Section 504 only involve gathering information that has

already been conducted, such as by a medical doctor. The evaluation data should be reviewed to determine if it is current or needs to be updated.

If the school and/or parent have reason to believe that, because of a disability as defined under Section 504, a student needs accommodations in order to participate in the school program, the school must evaluate the student. If it is determined that a student is disabled under Section 504, the school must develop and implement all needed services and/or accommodations agreed by the Section 504 committee.

ACCOMMODATIONS

The determination of what accommodations are needed must be made by a group of persons knowledgeable about the student and also about the disability. This usually involves the school principal, classroom teacher(s), and other educators working with your child. *The parent must be included in the process.* The group will review the nature of the disability and how it affects the student's education. The decisions about Section 504 identification and services should be documented and reviewed periodically.

An appropriate education for students identified under Section 504 may consist of education in general classes with accommodations designed to meet their unique needs.

It is important to keep in mind that some students who have physical or mental conditions that limit their ability to access and participate in the education program are entitled to accommodations under Section 504, even though they may not fall into a disabilities category covered under special education.

WHAT DOES MAKING ACCOMMODATIONS MEAN?

Accommodations are made by the classroom teacher(s) and other school staff to help students access their educational program. In some cases, a written plan will be developed outlining accommodations.

Examples of accommodations include the following:

- Modify assignments and tests.
- Provide an extra set of textbooks for home.
- Adjust student seating.
- Use study guides and organizing tools.
- Provide a peer tutor/helper.
- Provide counseling.
- Have the student use an organizer – train in organizational skills.
- Provide preferential seating.
- Modify recess/PE/transportation.

EXAMPLE

The following is an example of a student who is identified for Section 504 and the accommodations provided by the school:

A student has been diagnosed as having asthma. The doctor has advised the student not to participate in physical activity outdoors. The school Section 504 team conducts an evaluation. The parents are included in the process. The disability limits the major life function of breathing. The school is required to make accommodations in the education program.

Possible Accommodations

- Modified activity level for recess, physical education, etc.
- Use of air purifier
- Avoidance of allergens
- As necessary, medication administration – school nurse
- Access to water, gum, etc.
- Curriculum considerations (science class, PE, etc.)
- Time of year – bus transportation in winter
- Health care and emergency plan – school nurse

The school should develop a written Section 504 plan describing the accommodations. Service decisions must be based on evaluation information and student needs. The decisions must be made by a group of persons knowledgeable about the child, the disability, and the meaning of the evaluation data. The parents are included in this process.

WHAT ARE THE SCHOOL RESPONSIBILITIES UNDER SECTION 504?

It must be emphasized that Section 504 falls under the *management responsibility of the general education program*. The school staff and parents need to work in collaboration to help guarantee that the student is provided with the necessary accommodations.

To be in compliance with Section 504, schools must do the following:

1. Provide written assurance of nondiscrimination.

2. Designate a 504 Coordinator.
3. Provide grievance procedures to resolve complaints.
4. Provide notice of nondiscrimination in admission or access to its programs or activities. Notice must be included in a student/parent handbook.
5. Identify and locate annually all qualified children with disabilities who are not receiving a public education.
6. Notify annually persons with disabilities and their parents or guardians of the district's responsibilities under Section 504.
7. Provide parents or guardians with procedural safeguards.
8. Conduct a self-evaluation of school district policies, programs, and practices to make sure discrimination is not occurring.

WHAT ARE THE RESPONSIBILITIES OF PARENTS?

1. Share your concerns with the school early before they become major problems.
2. Be involved in Section 504 meetings concerning your child.
3. Assist in suggesting appropriate accommodations for your child.
4. Encourage your child to cooperate with school staff and do his/her best.
5. Collaborate with other agencies, such as vocational rehabilitation, when appropriate.

6. Use mediation or the grievance procedure as options if a difference cannot be resolved with the school.

WHAT ARE THE RESPONSIBILITIES OF THE STUDENT?

1. Be involved at Section 504 meetings, when appropriate.
2. Be familiar with your Section 504/ADA rights at postsecondary programs before graduating from high school.
3. Cooperate and put forth maximum effort at school.

WHAT IS THE ROLE OF THE SECTION 504 COORDINATOR?

The role of the Section 504 Coordinator is to assist the school in meeting requirements under Section 504 of the Rehabilitation Act of 1973.

The Coordinator will provide resources and help educators and administrators regarding their responsibilities under Section 504. In addition, the Coordinator will assist in creating an ongoing program that will support accommodating students' needs. *If you have questions regarding Section 504, call the school Section 504 Coordinator.*

OFFICE FOR CIVIL RIGHTS

The Office for Civil Rights (OCR) is an agency of the U.S. Department of Education that enforces numerous civil rights laws. OCR provides technical assistance and investigates civil rights complaints. Most differences with schools can be

resolved before contacting the Office for Civil Rights. It is suggested you follow the procedures outlined below:

Options for Resolving Disputes

1. First, try to resolve your differences at the teacher or school level. Set-up a meeting to discuss your concerns.
2. Set up a meeting with the school's Section 504 Coordinator.
3. If unsuccessful, call the State Parent Training and Information Center.
4. Ask for *mediation*. This is a free service for parents. A neutral individual will work with you and the school to help resolve your differences.
5. If you believe your child has been discriminated against, ask the Section 504 Coordinator how to file a local grievance with the school.
6. Call your regional Office for Civil Rights
7. In addition to the normal grievance procedure required by Section 504/ADA, the U.S. Department of Education has an administrative rule for regulating *due process hearings* under Section 504.

The Section 504 hearing is to resolve differences involving the education of Section 504/ADA qualified students with disabilities when such differences cannot be solved by means of a less formal procedure.

The Section 504 hearing is an opportunity to present objections and reasons for the objections to the decisions and/or procedures used by the

school under Section 504/ADA.

OFFICE FOR CIVIL RIGHTS COMPLAINT PROCESS

Sometimes, even when we do our best, we cannot come to agreement. Every effort must be used to resolve the difference at the school level, including requesting *free mediation* services. If all else fails, you have the right to file a complaint with the Office for Civil Rights.

An individual person or an organization may file a complaint with the Office for Civil Rights of the U.S. Department of Education. An OCR complaint must be filed, in writing, within 180 days after the violation has occurred.

Anyone wishing to file a formal complaint with OCR should submit in writing the following information in a letter or use the Discrimination Complaint Form available from OCR regional offices:

- Your name and address (a telephone number where you may be reached during business hours is helpful but not required).
- A general description of the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required).
- The name and location of the school that committed the alleged discriminatory act(s).
- A description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination (race, color, national origin, sex, disability, or age).

A school may not retaliate against any person who has made a complaint, testified, assisted, or participated in any manner in an investigation or proceeding.

SECTION 504

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, AND SERVICES

The following is a description of some rights granted under Section 504 to parents of children with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to the following:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disability.
2. Receive notice with respect to identification, evaluation, and services for your child.
3. Have the school notify you of your rights under federal law.
4. Have your child receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate.
5. Have your child educated in facilities and receive services comparable to those provided to students without disabilities.
6. Have your child receive accommodations if he/she is found to be eligible under Section 504 of the Rehabilitation Act.
7. Have your child be given an equal opportunity to

participate in nonacademic and extracurricular activities offered by the district.

8. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and educational services.
9. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
10. Obtain responses from the school to reasonable requests for explanations and interpretations of your child's records.
11. Request amendments of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing.
12. File a 504 grievance if you believe your child has been discriminated against based upon his/her disability.
13. Request mediation regarding your child's identification, evaluation, education program, or services.

For more information about the contents of this document, contact:

The person in your school who is responsible for assuring compliance with Section 504 is:

Telephone number _____

The school district Section 504 Coordinator is: _____

Telephone number _____